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ABSTRACT

A seminar for high school principals (held in Portland, Oregon, June 28-29, 1982) sought to stimulate and record interaction among participants on five key topics related to school improvement: standards for excellence, elements of effectiveness, productivity, the high school of the future, and causing change in high schools. Following presentations by recognized experts, participants engaged in guided discussions focusing especially on feasibility, practicality, and congruence with their own experiences. Each section of the report deals with one of the key topics and contains a brief summary of the ideas and perspectives given by the presenter, followed by summaries of small group reactions to the presentation. The appendix contains the agenda and a list of participants. (MLF)

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Monograph

Quality High Schools: What Principals Have to Say

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Prepared by

Goal Based Education Program
Northwest Regional Educational Laboratory

Robert E. Blum, Director
Greg Druian, Training & Development Specialist

November 1982

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Goal Based Education Program

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Quality High Schools

Introduction

This report describes results of a seminar for high school principals held in Portland, Oregon, June 28-29, 1982. The seminar was sponsored by the Goal Based Education Program, housed at the Northwest Regional Educational Laboratory (NWREL), as part of its contracted scope of work with the National Institute of Education.

The seminar was designed to elicit practical ideas from high school principals about how to establish and maintain quality high schools. Two goals were stated for the workshop.

1. To continue networking efforts among school leaders who have an interest in goal based approaches to instruction.

2. To collect ideas, information and experiences of high school principals on timely topics related to high school improvement.

The overall approach taken in the seminar was to stimulate and record interaction among participants on key topics related to school improvement. Five topics were covered: standards for excellence, elements of effectiveness, productivity, the high school of the future and causing change in high schools.

Within each topic, ideas and perspectives were provided in presentations by recognized experts. Following the presentations, participants engaged in guided discussions of the ideas and perspectives, focusing expecially on feasibility, practicality and congruence with their own experiences. Facilitators were assigned to discussion groups to record key ideas; each group appointed a reporter to summarize its ideas for the full group.

This report summarizes the discussions and interactions. Each section of the report deals with one of the key topics. Sections contain a brief summary of the ideas and perspectives given by the presenter, followed by summaries of small group reactions to the presentation.

An agenda for the meeting, along with a list of participants is found in the appendix.

Session 1: Standards for Excellence

I. Background

The opening presented described the work of the Idaho Commission on Excellence in Education, which has recently recommended a program and process to promote excellence in education to the Idaho State Board of Education.

Features of the recommendations include the following:

- guaranteeing high quality instructional staff through revised screening and recertification procedures
- promoting the role of the principal as instructional leader both through certification requirements and staff development
- strengthening graduation requirements with an emphasis on basic skills, especially reading, writing, math, communications skills and study skills
- ending the policy of open admissions at postsecondary institutions, thereby freeing those institutions of the burden of providing remediation; remediation would be pursued by individuals at their own expense.

II. Principals' Responses

In their discussions, principals examined motivation for pursuing excellence, impact, attributes of excellence and exemplars.

A. Motivation

The push for excellence in public education today is motivated by many things. High school principals report that their schools are looking for new ways both to meet high standards for excellence and to let the public know of the job they are doing.

Four kinds of factors were identified as motivating schools to move in the direction of high standards for excellence: external conditions, public demands for accountability, undesirable student outcomes, and managerial needs.

EXTERNAL CONDITIONS: External conditions were viewed by principals as among the most important motivators of change. Critical conditions mentioned were:

1. the job market
2. impact of private schools
3. scarcity of available dollars

4. apparent public decline in confidence in the schools

5. increasing importance of technology

6. pressures emanating from the state level.

A second kind of motivation has to do with PUBLIC DEMANDS FOR ACCOUNTABILITY. Specific factors mentioned here were:

1. a general push for "excellence" in society

2. the public's demand to see results for dollars expended.

Principals only mentioned one UNDESIRABLE STUDENT OUTCOME, but it clearly was one that was perceived as motivating efforts to establish higher standards. The outcome had to do with the perception that students are dropping out of high school and flunking out (or dropping out) of college as well.

Finally, MANAGERIAL NEEDS were also seen as motivating the pursuit of standards of excellence. Needs which were mentioned were:

1. need for orderly planning

2. need to document student achievement

3. need for teacher training (since teacher expectations influence student achievement)

4. lack of mission throughout the educational system.

5. inadequate financing makes good planning difficult.

One principal had a concern regarding the fact that most effective schooling research deals only with cognitive areas in basic skills. This person felt that at the secondary level, it is important to deal as well with skills in the affective areas.

B. Impact

Principals felt that schools could successfully establish and maintain high standards of excellence. A number of requirements were identified which principals felt would help assure success:

1. clearly written policy and mission statements

2. local ownership of standards

3. alignment (articulation of curriculum, instruction, assessment), with understanding on the part of both teachers and principals, and clearly defined standards

4. criterion-referenced testing with remediation at specified times

5. widespread measures of student success

6. positive school climate with a qualified, caring staff

7. strong leadership

8. support for the idea that teaching is a science

9. focus on improvement of instruction

10. availability of adequate preservice and inservice opportunities.

Principals also raised concerns regarding the establishment of standards. They questioned whether it was realistic to raise standards through business and industry involvement in schooling. Though they felt such involvement is desirable, they also felt it needs an outside stimulus, and will not simply happen by itself. They wondered whether it was desirable for test scores to become the sole determinants of entrance into college, and they warned against the tendency of minimum standards to become maximum standards.

They were also concerned that the state's role in promoting excellence in education not become oppressive, and they were wary of rigid procedures which might tend to become a "tracking" system. Principals were aware that there are difficulties in communicating test results accurately and clearly to the public, and they were concerned that assessment results not be used for purposes other than those for which they were intended.

Finally, principals recognized that the pursuit of excellence at the secondary level has implications for elementary and post-secondary education, and they were hopeful that someone would address this issue.

C. Attributes of Excellence

Principals generally were in agreement as to what constitutes attributes of excellence in high schools. The attributes mentioned by principals seemed to cluster into six major categories: (1) school policies; (2) school climate; (3) instructional strategy; (4) role of the principal; (5) support systems; and (6) school management approach.

SCHOOL POLICIES: Principals felt that the kinds of policies in a district were extremely important in establishing and maintaining high standards. Policies mentioned by principals as being consistent with high standards were:

1. recognition of learning which has taken place outside the classroom

2. locally developed standards of excellence

3. clear policies which have been issued by the board of education.

SCHOOL CLIMATE: Principals listed the following as characteristics of school climate in schools with a high standard for excellence:

1. commitment to common goals
2. success-oriented climate
3. pervasive caring
4. parental involvement and community support
5. orderly atmosphere
6. staff pride in their work.

INSTRUCTIONAL STRATEGY: Principals were in agreement on general approaches to instructional strategy that they felt were appropriate. The following characteristics of effective instructional strategies were listed:

1. emphasis on time on task
2. specification of instructional objectives
3. varied program opportunities available for students
4. varied graduation needs addressed
5. emphasis in curriculum on should emphasize the basics of cognitive growth as well as the processes of learning: focus both on subject matter content and on learning how to learn.

ROLE OF THE PRINCIPAL: The role of the principal was viewed as critical in efforts to improve school standards. Aspects of the principal's role viewed as especially important were:

1. The principal should be an instructional leader with the power to implement decisions about instruction.
2. The principal needs to assure that policies are implemented in a consistent way in all parts of the school.

SUPPORT SYSTEMS: Principals felt that support systems must be available to complement efforts to establish and maintain standards of excellence. They felt support systems should be realistic and practical and felt that financial resources and networking were examples of needed support systems.

SCHOOL MANAGEMENT APPROACH: This area is closely related to that of the "Role of the Principal" described above. Principals mentioned several items of importance here. Perhaps the theme most frequently heard from principals was the need for clearly stated expectations of all persons involved in school improvement efforts, coupled with the idea that expectations need to be understood by those whose lives they

affect. This theme is listed first, followed by other attributes of school management characteristic of schools with high standards of excellence.

1. Expectations need to be clearly stated for everyone involved, and those involved need to understand what is expected of them.

2. School improvement efforts should be based on an awareness of student needs.

3. There should be continuous evaluation of staff involved.

D. Exemplars

Principals mentioned several techniques they knew of for accomplishing some of the practices outlined above. They also called attention to specific schools in which noteworthy practices were occurring. These are listed below:

1. Establish "School Improvement Committees" composed of teachers, parents, students and administrators to guide school improvement efforts.

2. Implement Mastery Learning programs, Clinical Supervision models as examples of goal-based schools.

3. Management systems and techniques which may be useful include Quality Circles, Theory Z, and other participative management techniques.

4. Inhouse staff development can meet needs for continuing education. Credit from degree granting institutions may also be arranged.

5. Opinion inventories were used by Hood River School District to help monitor school progress.

6. Albuquerque High School embarked on an effort to "sell" the importance of tests and test scores to the community.

7. Foss, Washington, High School developed an international baccalaureate to increase emphasis on academic performance.

Session 2: Elements of Effectiveness

I. Background

The cumulative message of research on teacher and school effectiveness is that teachers and schools do make a difference. There are practices and patterns of practices that work; through planned change efforts these practices can bring about more effective schools. Though much of the effectiveness research has been done in elementary schools, and though high schools have much more diversified goals than elementary schools, the overall message is optimistic: results of research can be implemented at the high school level.

Principals reviewed a series of propositions concerning effective schools. The propositions were in the areas of school environment, classroom instruction and management, curriculum, assessment and evaluation, and leadership. They are briefly explained below.

Within the first area, school environment, individualized program planning along with setting schoolwide standards for academic work seem to bring about effectiveness.

Concerning classroom instruction and management, research indicates that teaching should be directly focused on objectives; responsibility for attaining objectives should be transferred to the learner; classroom management should be geared to the experience and the level of the students; and students should have the opportunity to practice in realistic settings the things they are to be learning.

With respect to curriculum, effective schools usually coordinate curriculum on a building-wide level; resources and instructional strategies are matched to objectives; and out of school resources are carefully integrated into the curriculum.

In the fourth area, assessment and evaluation, alignment of assessment with objectives and instruction is characteristic of effective schools, and quality assessment is a building-wide standard.

Finally, in the area of leadership, goals and standards unify staff of effective schools, and there is public knowledge and understanding of school goals.

Effective practices are the result of an interactive effort involving everyone with an interest in schools. Achieving improvement is a long term effort, but resources are available and the desired direction is clear.

II. Principals' Responses

Principals focused on motivation to develop elements of effectiveness, concerns likely to be encountered, and examples and advice.

A. Motivation

Principals agreed that a number of different pressures were operating to influence schools to become more effective. Kinds of pressures identified were: public pressures; the desire for better outcomes for students; the desire on the part of school people for greater job satisfaction, and peer pressure.

Among public pressures, principals identified the following:

1. the need for improved communication,

2. public concern over finance, accountability and the changing nature of society, and

3. public pressures for improved test scores.

Principals also indicated a need for better outcomes for students, including higher performance levels, and better preparation for employment.

B. Concerns

While principals generally felt that the elements of effective schools which were presented would indeed improve education, they had a number of concerns regarding the implementation of the elements.

On one level, external factors appear to influence how the elements are implemented; on another, principals feel that more knowledge is needed before implementation can be successful. On yet a third level, principals mentioned certain technical matters that in their opinion need resolution before implementation can take place. These are listed more completely below.

1. External Factors

a. The bureaucracy impacts how elements are implemented.

b. Principals are sometimes held accountable for things beyond their control.

c. Effective schools are sometimes viewed as an add-on.

d. Some educators do not view outcomes as the essence of learning.

e. Cost and budget cutting may limit how much it is possible to accomplish.

2. Knowledge

   a. Need information on effectiveness of ability grouping.

   b. What do the elements of effectiveness really look like when in place? Can the elements be implemented to the point they are in effect throughout the school?

   c. There is a need for further interpretation of the elements. Principals generally felt they had had little practical experience with most of them.

   d. Prior mind sets limit visions of what is possible to accomplish.

3. Technical Matters

   The following technical matters--dealing with specific "how-tos" that would need to dealt with in implementation--were identified by principals:

   a. How does one focus, organize and measure effectiveness?

   b. How can one deal with interdisciplinary objectives (e.g. "responsibility")?

   c. How can objectives be validated?

   d. Standardized tests are limited in areas outside basic skills.

   e. How do you avoid "teaching the test?

4. Organizational Issues

   a. Teachers often resist developing objectives.

   b. Teachers and administrators need to be ready for change.

   c. Conflicts may exist between district policies and requirements of innovation: how can you innovate with seven-year old textbooks?

C. Examples and Advice

Principals offered examples of schools with effective practices in place and they also offered advice for implementing practices like these.

Examples:

1. In Portland, the new superintendent's contract contains requirements for increasing student achievement over a 3-year period. This responsibility will be passed on in principals' contracts.

2. Seattle has a similar arrangement, but targets for improvement are specified in three selected areas.

3. In Anchorage, cash incentives are provided for districts where principals achieve accountability according to criteria that exceed the normal job description.

4. Also in Anchorage, coordination of the K-12 curriculum is being attempted.

Advice:

Principals pointed to a lack of examples of effectiveness at the secondary level that showed evidence of curriculum alignment, effective staff and program evaluation, students showing high performance scores, lighthouse schools, different role models for principals, inservice for leadership, and models for effective communication. Nevertheless, they offered the following kinds of advice:

1. Learn from what is going on in elementary schools.

2. Transfer of learning/continuous improvement should be added to the list of effective practices.

3. As part of needs assessment, a "strengths assessment" should also be carried out.

4. Boards should establish written policies, and policy statements should relate to performance expectations for all individuals.

5. Goals must be translated into actual plans, practices.

6. Practices should be shared within a school.

7. There is a need for systems to support implementation of elements of effective schools.

8. There needs to be flexibilty in working with teachers, students, the community and others; instructional strategies need to be flexible.

Session 3: Productivity

I. Background

The concept of "productivity," or increasing the amount of output per resource dollar, has caused many educators to think about how schools can show results of their efforts in terms of the resources necessary to bring those results about. Increased productivity in schools would result from a higher level of output from the same or less resources.

Effectiveness provides for the measure of quality, while productivity is a measure of the amount of production (service) related to the effort to produce it. Effectiveness is the power to produce or actually produce a defined effect, thus a measure of quality. Productivity is the measure of the ability to provide or actually produce a desirable produce (service), at the best possible quality, in the most efficient manner, at the lowest cost. Both measures are important. Both must be used if schools and school systems are to make maximum use of available resources.

A three-part approach is recommended to maintain and improve effective and productive schools.

1. Establishing a commitment to improvement
2. Managing for improvement
3. Designing for improvement to enhance attainment of desired outcomes

II. Principals' Responses

A. General Reactions

Principals expressed interest in the concept of productivity, and felt that it was naturally related to the demand for accountability. They observed that schools need to be proactive in the task of defining accountability or others would do the defining for them. They also stressed that teachers must be involved in defining productivity or there would be little or no impact in the classroom.

Other reactions expressed by principals are listed below:

1. Some principals felt the concept had limited applicability to their role.
2. Some principals questioned whether involvement with productivity was the proper role for a principal. They suggested that such involvement more properly belonged to a specialiist.

3. Related to the concern described above was the observation that many principals need assistance with the management of information.

4. Another kind of concern had to do with the question of how to translate human experiences into the non-human terms needed for productivity analyses.

Session 4: The High School of the Future

I. Background

Nine possible characteristics of the "high school of the future" were described. Principals discussed their practicality and listed examples of each. In general, principals rejected the idea that the high school was likely to disappear or become obsolete, but they agreed that high schools need to change in many areas. There was support for the idea that principals need to regain the power or ability to deal with incompetence in order to implement desirable changes. Further, principals called attention to the pressing need for adequate training and retraining of education professionals in order to meet the challenge of the future.

The characteristics of the future high school were:

1. Collaboration replaces combativeness.
2. There will be new participants who will have new roles in high schools.
3. Every participant (teachers, students, administrators, volunteers, etc.) will be a learner.
4. Synergistic management (e.g. Theory Z) will dominate in high schools.
5. Parents will be viewed as partners in schools.
6. Every student will be recognized as an expert at something: leadership, service, program.
7. Improvements in technology will bring about improvements in methodology.
8. Certain values will be found worth teaching.
9. Self-education and self-directed learning will become characteristic of tomorrow's high school.

II. Principals' Responses

Principals in general felt these tendencies to be desirable, but they felt strongly that in their present form they lacked specificity and definition. They wanted to see many more examples of situations in which these characteristics were already evident.

Specific reactions to each characteristic are given below, along with examples of situations illustrating implementation of the characteristic. (Principals were not able to list examples for every characteristic.)

1. Collaboration Replaces Combativeness

   Principals mentioned the following reactions:

   A. What will cause this to happen?

   B. Collaboration requires new behaviors in schools.

   C. Principals don't communicate well with union representatives.

   D. Educators tend to be defensive about their programs.

   E. To bring collaboration about, you need to maximize areas of agreement and minimize those of disagreement.

   Examples of collaboration mentioned were:

   A. Junior Achievement Program

   B. Sharing resources, facilities with business and industry (e.g. the PIPE Program in Seattle).

   C. Collaboration with civic groups such as neighborhood associations, chambers of commerce etc.

2. New Participants, New Roles

   Principals had these responses:

   A. High school seniors often no longer live at home.

   B. The community schools concept brings new participants to the schools.

   C. Agreement on mission is central to success.

   D. There is room for new participants and new roles.

   Resources:

   A. Volunteers in the schools.

   B. Cooperative work experiences.

   C. Students, teachers, parents.

3. Every Participant a Learner

Principals had the following reactions:

A. This needs definition and context.

B. Business and the community have different attitudes regarding this.

C. Everyone must feel part of the school.

D. "Improvement" means everyone must improve each year.

E. Schools will need an expanding scope of contact.

The research by Johnson and Johnson on Cooperative Learning was the only resource or example mentioned.

4. Synergistic Management

Principals mentioned the following reactions:

A. Educators need to know what the theories are and how they apply to school management.

B. Structures of participatory management are needed that take various factors into account such as the commuinity, students, staff etc.

C. This should not mean that the principal has to do everything.

D. It is important to assume responsibilities appropriate your role.

E. Theory Z is not appropriate everywhere.

5. Parents as Partners

Principals made the following observations:

A. There is a need to identify roles for parents.

B. It seems easier to involve parents when children are young.

C. There are effective schools without parent participation: parents don't always want to be involved.

The following suggestions were made for carrying out this concept:

A. Involve parents in program planning for individual students. Use the computer in the planning process.

B. Hold parent conferences.

C. Expand student advisement program.

6. Every Student an Expert

Principals had the following reactions:

A. How do you do it? how do you manage "self" programs in a large high school? We need a mechanism for discovering human potential in high schools.

B. Need to provide recognition, membership in a group.

C. It is easier to lose kids at the high school level.

D. There is a difference between "success" and being an "expert."

7. New Technology

Principals mentioned the following:

A. Is this another fad?

B. Instruction should focus on making students computer literate, not computer programmers.

C. What are the costs and benefits?

D. What are ways of counteracting the depersonalization of learning with machines?

8. Values Worth Teaching

Principals stressed the importance of avoiding labels, and mentioned that "citizenship" was a value which should reflect the surrounding community.

9. Self-Directed Learning

As throughout the seminar, principals emphasized the importance of students being taught problem solving skills they could use for learning on their own.

Session 5: Leadership—Myth or Reality (Special Session)

This session was held the morning of the second day of the seminar to address participants' concerns and questions as to the leadership role of the principal in quality high schools.

Comments from participants stressed the importance of having a clear organizational structure in the school. Since the principal plays many roles, it is especially important that school organization be consistent with the desired role(s), and that sufficient resources be available to accomplish tasks, according to participants. Participants' remarks are presented below, as taken from tape; they have been edited for consistency.

To lead, one must have power.

Preexisting conditions for leadership have to do with the general operations of the school and the layers of organization in it.

The concept of School Based Management (as in Oregon) provides an example.

Important variations exist between large and small districts in terms of the constraints placed on principals.

An important variable is whether the chain of command is delineated--this has to do with the political role of the principal.

Roles played by the principal include:

- Part management
- Orchestration
- Facilitation
- Emphasis on instruction
- Reorganization to form group
- Team builder

Principals need resources to accomplish tasks in role of buffer to district and community.

Changes in the school organization should allow principals to accomplish new roles.

Obstacles to the principal's leadership role are global in nature.

The leadership role is both a myth and a reality

Attention was called to examples in Hood River, Oregon, and Anchorage, Alaska; in addition, research carried out by a team in Wisconsin was cited.

Session 6: Application of Elements in the High School

I. Background

Recent findings concerning change in the schools have challenged some earlier assumptions. In particular findings and conclusions from studies carried out by ABT Associates and the Network, Inc...

- challenged the conclusion that suggested the need for a heavy amount of local development or "reinvention of the wheel;"
- found considerable fidelity and stability of adoptions of innovations;
- identified key ingredients in successful dissemination/diffusion:
  - -- quick visible results, most frequently in student achievement
  - -- a "critical mass" of teachers is necessary
  - -- support and commitment from the school principals are needed
  - -- successful innovations truly satisfied local needs and problems
  - -- absolute necessity for local commitment resources and energy (contrasted with "opportunism" for funds);
- need to shift focus of change efforts from system level to classroom level--allow teacher practice time
- more optimistic view of the success of change efforts: teachers and principals can and do make a difference.

II. Principals' Responses

Applying elements of effective schooling in the high school setting is no simple chore. On the other hand, principals were in agreement that the task can be done, provided one is willing to consider the process that is used. In this case, they felt strongly that the process is as important as the product. Principals also stressed the importance of carefully bringing all staff along in any curriculum change effort. While the task may be time consuming--one principal suggested that it takes five years to implement curriculum reform, the effects are felt throughout the school. Principals found that as new curriculum is implemented, changes also begin to appear in other areas such as school activities.

Participants related several techniques they used to bring about change in their schools. The most frequently mentioned were (1) using outside consultants to offer fresh perspectives and new ideas from a disinterested

viewpoint; (2) inservice and staff development activities; (3) use of incentives; and (4) working with the curriculum committee. These techniques are described in somewhat more detail below.

1. Using Outside Consultants

   Outside consultants were used for several purposes. Principals felt outside consultants were often in a position to say things that peers knew, but were unable to say to one another. They valued the new ideas that outside consultants were able to bring in--especially as related to learning theory and materials in subject matter areas such as reading.

2. Inservice and Staff Development

   Principals felt inservice activities were critical to the success of curriculum improvement efforts. Outside consultants were sometimes used to conduct inservice, but often inservice was conducted by specially trained staff. Peer teachers were used to train and lead other teachers.

3. Use of Incentives

   Principals reported success with paying incentives for "products" instead of hours put in. In one case, coursework was offered to teachers in the evenings, with the incentive of dinner every two weeks. The process was designed to model what was desired for the classroom.

4. Working with Curriculum Committee

   Principals used existing committee structures to involve teachers, students, and administration, to secure approval of curriculum and courses, to study curriculum and make recommendations, and to oversee implementation. One principal reported success in working with a 25-member community advisory committee. This advisory committee met regularly--every two months--to hear input and make recommendations, while an 8-member executive commitee met once a month to carry out tasks.

5. Other Techniques

   Principals warned of the need to be "hardnosed" on occasion. One principal mentioned pushing people too hard could result in filing of grievances. Another reported that physically moving people can set the stage for change. To deal with potential problems with the union, principals mentioned the tactic of making union leaders curriculum leaders in the school, thereby "coopting" them.

   Principals also discussed characteristics of the environment conducive to quality high schools, and they described instruction and management realities that schools would likely be facing.

In the school environment, principals felt that expectations of staff are critical. Staff should expect students to perform well, staff should communicate with parents when students do, in fact, do well, and community involvement and parent meetings should be used to communicate a high level of expectation.

Principals felt that computers might offer a resource to help with student program planning when budget cuts threaten staff availability; another suggestion was that teachers might be used to help with the counseling load.

Session 7: Wrap-up

As a seminar wrap-up, participants were asked to give their advice as to the best ways to induce the changes that would bring about quality high schools. Remarks focused on six key points.

1. Know About Change Processes

   By this, principals felt one should have a clear change goal, should understand the philosophy behind the proposed change, should recognize that change has "mountains and valleys," and should be willing to monitor the change process.

2. Understand the Staff and the Community

   Throughout the seminar, principals stressed the unique role of the principal as buffer between staff and the district, and buffer between the school and the community. In order for change to succeed in the school, a principal must have a clear picture both of the staff who must implement the change and of the community who must support it. Principals felt that in order to succeed, change efforts must be broadly owned.

3. Be Willing to Take Risks

   Principals pointed out that any change-making requires risk-taking, and that there are political, educational and economic risks involved, in addition to personal and professional ones. The principal must not only be willing to take risks, he or she must also be willing to support risk-taking on the part of staff. Principals stressed that administrators must communicate that it is ok to fail when trying to implement a change.

4. Monitor the Changes

   Principals need to monitor changes to determine that momentum is being maintained, and to determine the kind and extent of change that is taking place. In terms of successful monitoring "styles," principals felt their peers should "inspect, not expect."

5. Maintain Communication at All Times and Between All Parties

   Principals pointed out that most changes fail due to communicatins breakdowns among subgroups, therefore, the principal needs to pay special attention to expediting communications.

6. Be a Leader

   Finally, principals reiterated that when all is said and done, the principal is the person who must be "in charge." The principal is the one who must know what decisions need to be made, and who can bring the decisions about.

Appendix

27

Agenda

MONDAY - JUNE 28, 1982

REGISTRATION (8:00-9:00)

9:00 Introductions

Robert E. Blum, Director, Goal Based Education Program

Robert R. Rath, Executive Director, N.W. Regional Educational Laboratory

9:15 Icebreaking Activity

10:00 Review of Workshop Format

BREAK (10:15-10:30)

10:30 SESSION I: Standards for Excellence

11:15 Small Group Discussion

12:00 Small Group Reports

LUNCH (12:30-1:30)

1:30 SESSION II: Elements of Effectiveness

2:00 Small Group Discussion

2:45 Small Group Reports

BREAK (3:15-3:30)

3:30 SESSION III: Productivity

3:50 Small Group Discussion

4:30 Small Group Report

5:00 Wrap-Up

SOCIAL HOUR--Galleria III (5:30-7:00)
(Lower Level, Hilton Hotel)

TUESDAY - JUNE 29, 1982

8:30 Feedback on Sessions I-III

8:45 Report on College Board Study

Adrienne Bailey, Vice President, Academic Affairs, College Board

Report on ASCD High School Improvement Program

James Monasmith, Principal, Colville High School

9:00 SESSION IV: High School of the Future

9:40 Small Group Discussion

BREAK (10:30-10:45)

10:45 Small Group Reports

11:15 SESSION V: Causing Change in High Schools

LUNCH (12:00-1:00)

1:00 Small Group Discussion

1:45 Small Group Report

2:15 Feedback on Sessions IV, V

3:00 Summary

Topic Highlights

SESSION I: Standards for Excellence

1. What are the motivations for increased attention to standards for excellence?
2. What are the points of widespread agreement and controversy regarding this topic?
3. What might be the impact of standards as presented on:
   - Policy
   - Organization
   - Curriculum
   - Instruction
   - Requirements
4. What are the general attributes of an "excellent" high school?
5. Provide some exemplars of promising practices in enhancing standards for excellence in high schools.

Presenters

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SESSION II: Elements of Effectiveness

1. What are the motivations for increased attention to elements of effectiveness?
2. What are the points of widespread agreement and controversy regarding this topic?
3. What might be the impact of elements of effectiveness as presented on:
   - Policy
   - Organization
   - Curriculum
   - Instruction
   - Requirements
4. What are the general attributes of an "effective" high school?
5. Provide some exemplars of promising practices in enhancing elements of effectiveness in high schools.

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SESSION III: Productivity

1. What are the motivations for increased attention to productivity?

2. What are the points of widespread agreement and controversy regarding this topic?

3. What might be the impact of increased productivity as presented on:

   - Policy
   - Organization
   - Curriculum
   - Instruction
   - Requirements

4. What are the general attributes of a "productive" high school?

5. Provide some exemplars of promising practices in enhancing productivity in high schools.

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SESSION IV: High School of the Future

1. Are there major societal trends which will alter the high school of the future? In what ways?

2. What constraints hamper our abilities to envision and plan for the high school of the future?

3. "The high school as a major transition period" has received much attention. Is this function likely to receive more or less attention in the future?

4. What are the major differences between current high schools and those envisioned for the future?

5. What impacts would the changes envisioned have on

   - Community at large
   - High school staff
   - Students

6. Provide some exemplars of "futuristic" high school practices.

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SESSION V: Causing Change in High Schools

1. What are the major motivations for change?
2. What is the relevance of the research on educational change to the high school setting?
3. What major perspectives and "domains" need to be attended to as high school change is attempted?
4. What are relative benefits and liabilities of
   - Incremental change efforts
   - Comprehensive high school reform efforts
5. What are the most practical guidelines for bringing about lasting change in high schools?

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